DOCUMENT RESUME

ED 252 311 PS 014 836

AUTHOR Sumrak, Sherry M.
TITLE An Annotated Bibliography of the Literature Dealing with the Effect of Divorce on School Age Children and How Schools Can Meet Their Needs.
PUB DATE Apr 84
NOTE 54p.; For related documents, see ED 201 623 and ED 233 808.
PUB TYPE Information Analyses (070) -- Reference Materials - Bibliographies (131) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; *Adolescents; Annotated Bibliographies; *Children; Definitions; *Divorce; Elementary Secondary Education; *Emotional Response; Family Structure; *Helping Relationship; Literature Reviews; Parent Materials; Principals; Psychological Patterns; Resource Materials; School Counselors; *School Personnel; School Psychologists; Social Support Groups; Teachers

ABSTRACT

Children involved in divorce often display behavioral and academic changes in the educational enviornment. This study aims to make school personnel more aware of some of the pressures facing children of divorce in order to enable school staff to help alleviate these pressures. Statistics are presented on the numbers of children affected by divorce in the U.S. Next, 39 research articles on divorce are annotated. These are organized under the following topics: the various phases of divorce; the structure of families; mediating factors which influence children's attitudinal reactions and behavior; recommendations for teachers and principals who must deal with children affected by divorce; and recommendations for school psychologists and guidance counselors. The findings of these studies are summarized in a comprehensive discussion of the issues, and recommendations are made for ways in which various school personnel can assist children adversely affected by divorce. Finally, a list of organizations and publications is presented to help families in the process of divorce. This list includes 22 books for adults and 30 books for children (specified by age). A glossary of terms used in the literature on divorce is included. (CB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED252311

AN ANNOTATED BIBLIOGRAPHY OF THE LITERATURE DEALING WITH THE EFFECT OF DIVORCE ON SCHOOL AGE CHILDREN AND HOW SCHOOLS CAN MEET THEIR NEEDS

by

SHERRY M. SUMRAK

Graduate Student

Study Directed

by

Charles R. DuVall Ph. D.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Sherry M. Sumrak
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 014836

Submitted in partial fulfillment of the requirements
for the course E 591 Exit Project
Indiana University at South Bend
April, 1984

TABLE OF CONTENTS

	Page
INTRODUCTION	1
Statement of the Problem	2
Purpose of the Study	2
Organization of the Study	3
Limitations of the Study	3
Glossary	4
ANNOTATIONS	7
Effects of Divorce on Children	7
Phases of Divorce	7
Family Structures	9
Other Mediating Factors	13
Impact on Schools	16
Meeting Needs of Children Involved in Divorce	19
Teachers and Principals	19
School Psychologists and Guidance Counselors	24
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	29
Summary	29
Conclusion	38
Recommendation	42
WHERE TO GET HELP	43
Publications for Adults	43
Publications for Children	44
Organizations and Agencies	46
BIBLIOGRAPHY	47
BACKGROUND	51

INTRODUCTION

"The U.S. Census Bureau estimates that in this country about half of the children born in 1982 will live in single-parent homes sometime during their first 18 years. This represents an increase of almost 80 percent in the last decade. Today, nearly 12 million American children (one in five) are living with a single parent. Blacks who are poor make up a larger percentage of single-parent households than any other group." (Allers 1982-3:68)

"Women head most single-parent households. Among them, about 42 percent are divorced, 28 percent are separated, 17 percent were never married, and 13 percent are widowed. Only about 10 percent of the children in one-parent homes live with their fathers." (Allers 1982-3:68)

"One-half-million adults become stepparents every year and one out of every six American children under 18 is a stepchild. The redivorce rate of 44 percent is indeed indicative of the stress and strain experienced by those involved in the joining of two families." (Prosen and Farmer 1982:393)

The magnitude of families involved in marital dissolution has impelled authorities to explore how children are affected. The research suggested that the impact of divorce and the resulting period of adjustment can be both painful and damaging. "Says Albert Solnit, director of the Yale Child Study Center in New Haven, Connecticutt,

'Divorce is one of the most serious and complex mental-health crises facing children of the '80s'." (Francke 1980:58)

STATEMENT OF THE PROBLEM

The research revealed that often children involved in divorce display behavioral and academic changes in the educational environment. The adjustment they must make may be slight to overwhelming, depending on mediating factors. Nevertheless, very few children go through the divorce process without facing some problems. There is considerable agreement among researchers that the change in family status may not have caused these problems but that "there may be a definite correlation between school performance and family status." (Allers 1982-83:68)

PURPOSE OF THE STUDY

School personnel can help alleviate some of the pressures facing children of divorce by becoming aware of its effects. This awareness, accompanied with knowledge of ways to help the victims cope with divorce, may mediate the negative effects of single-parent family status on children's academic performance. With a successful approach for acceptance and adjustment to their new lifestyles, these children may be more prone to congenial behavior while in school. "It has often been contended in the educational literature that a child's emotional state has profound influence on school performance." (Damon 1979:66)

ORGANIZATION OF THE STUDY

The rationale of the study will best be developed by presenting statistics on the divorce rate and the numbers of children effected in the U.S. The various phases of divorce, structure of involved families, and other mediating factors including behavioral and attitudinal reactions children have to these influencing variables will be identified. The resulting impact on our nation's schools will follow. Recommendations for assisting children and their families in the coping process will include what the teacher, principal, guidance counselor, and school psychologist can do during the period of readjustment. Finally, appropriate literature for adults and children as well as organizations and agencies which offer support will be provided.

LIMITATIONS OF THE STUDY

Although there was considerable research on the effects of divorce on children and methods of intervention, there were very few suggestions to interest parents in seeking help for their children during the divorce process. Future research should include studies of the results of indirect intervention and direct intervention to determine which is the more effective and efficient approach.

GLOSSARY

childhood needs -- those experiences, attentions, etc. which are necessary for the physical, biological, intellectual, personal, and social development of children.

custodial parent -- "the parent who has custody of his children by virtue of legal decisions or private arrangments." (Pichitino:295)

direct intervention -- "...individual counseling, tutoring, or other traditional academic support..." (Roy and Fuqua:189)

divorce -- "the legal dissolution of a marriage." (Norton:33)

family -- "consists of two or more people who are related by blood, marriage, or adoption, and who live together." (Norton:33)

FERPA -- "Family Education Rights and Privacy Act." (Drake:27)

indirect intervention -- "helping single-parent families develop adequate support systems through education, training, and other programming." (Roy and Fugua:189)

intact family -- "children and parents from intact families in which there was no history of divorce or parental separation." (Santrock:474)

joint custody -- agreement "between both parents that permits them to continue their child-rearing obligations and responsibilities after divorce." (Ahrons:415)

latchkey children -- "children who, whether they have one parent or two, come home from school to an empty house." (Allers:69)

noncustodial parent -- "the divorced parent who does not have custody of his children." (Pichitino:295)

nuclear family -- "a parent and child, a husband and wife"... (Norton:33)

one-parent family -- "the family which is headed by the single parent." (Norton:33)

pre-divorce phase -- "initial parental conflict" (Luepnitz:81)

post-divorce phase -- "after divorce" (Luepnitz:80)

reconstituted families -- "families attempting to pick up the pieces and bring back stability into the family experience through remarriage." (Nunn, Parish, and Worthing:166)

separation -- "dissolution of marriage by mutual consent." (Norton:33)

single parent -- "the mother or father who has sole responsibility of raising their children." (Pichitino:295)

socioeconomic status -- "in terms of family income and education of the head of the household." (Svanum, Bringle and McLaughlin:137)

somatic symptoms -- "...included vomiting, facial twitches, hair falling out, weight loss and gain, and an ulcer." (Luepnitz:82)

stepfamilies -- "any family in which at least one adult is a stepparent." (Prosen and Farmer:393)

subfamilies -- "a nuclear group-a parent and child, a husband and wife-living with relatives." (Norton:33)

transitional phase -- "including the announcement of the divorce through the time that their father actually left the house." (Luepnitz:80)

ANNOTATIONS

EFFECTS OF DIVORCE ON CHILDREN
PHASES OF DIVORCE

Ahrons, Constance R., Ph.D., "The Continuing Coparental Relationship Between Divorced Spouses," American Journal of Orthopsychiatry 51:415-418, July, 1981

Ahrons reported on an investigation of the relationship between divorced spouses one year following the divorce. Interviews covering a wide range of topics were conducted with 54 pairs of divorced parents. It was found that the majority continued to interact with one another. Those who interacted the most frequently were the supportive and cooperative coparents.

Kelly, Joan B., and Wallerstein, Judith S., "California's Children of Divorce," Psychology Today 13:67-72, 74-76, January, 1980.

Sixty families were studied five years after their involvement in divorce. It was revealed that 34 percent of the children were happy and thriving, 29 percent were doing reasonably well in coping with their lifestyles and 37 percent were depressed having failed to recover from the divorce. Wallerstein and Kelly stated that some in each group had been that way before divorce and continued unchanged. For the rest, however, they found roughly equal numbers for whom the divorce seemed connected to improvement and decline. Most of the adults in the study were feeling better five years after the divorce than they had felt immediately following the break-up.

Kelly, Joan B., and Wallerstein, Judith S., "Children of Divorce," National Elementary Principal 59:51-58, October, 1979.

One hundred thirty-one children of 60 California divorcing families were the subjects of this study. During the several months following the separations teachers observed the following behaviros: restlessness in the classroom, difficulty concentrating on schoolwork, increased daydreaming, considerable depression and decline in academic achievement. Observations made one year later revealed many youngsters had coped successfully and were no longer overtly distressed. Others were found to be in considerable trouble including experiencing difficulties in learning. Kelly and Wallerstein encouraged teachers and principals to be aware of the stress in children of divorcing parents. They suggested teaching which acknowledges various family lifestyles, providing for after school care for latchkey children, and parent education groups which focus on divorce.

Luepnitz, Deborah A., "Which Aspects of Divorce Affect Children?" Family Coordinator 28:79-85, January, 1979.

The subjects of the study were college students whose parents had divorced before they were 16. One purpose of the study was to determine which stage of divorce effected children. Fifty percent felt the pre-divorce phase to be the main stressor, eight percent chose the transition phase and 29 percent chose the post-divorce phase. Sixteen percent reported that divorce was not a major stressor for them at all. In coping with the pain of divorce, the subjects revealed responses of somaticizing, while others recalled avoiding the parental conflict by withdrawing and engaging in fantasies. More active coping efforts involved intervening in parental fights while others obtained satisfaction out of school. Some reported spending as much time as possible outside the home.

FAMILY STRUCTURES

Chang, Ph.D., Pi-Nian, and Deinard, M.D., Amos S., "Single-Father Caretakers: Demographic Characteristics and Adjustment Processes," American Journal of Orthopsychiatry 52:235-242, April, 1982

Between January 1, 1977, and December 31, 1977, 239 fathers were awarded custody of their children in Hennepin County, Minnesota. A questionnaire and Parent Problem Inventory were sent to each father as a self assessment of parenting skills. The data from 80 questionnaires were analyzed to produce a profile of the single-parent father. The majority tended to be middle-aged, of high educational level, and earning at or above the national average income. Most of the fathers sought custody of their children because of their love for them and confidence they had in their ability to perform paternal parenting functions. Chang and Deinard concluded that professionals involved in the determination of child custody should take into consideration reports such as this.

Norton, Arthur J., "A Portrait of the One-Parent Family," The National Elementary Principal 59:33-35, October, 1979.

The statistics in this report are for a given point in time and do not fully cover the extent of the one-parent phenomenon. Norton pointed out that more than one-third of all first marriages contracted in the U.S. today will ultimately end in divorce and 50 percent of all divorces involve children. He stated that for many people, single parenthood is a transitional phase in the life cycle. He noted that three quarters of all women remarry after divorce and many separations end in eventual reconciliation. At the time of the study, the vast majority of one-parent groups consisted of a woman and her children, 10 percent of single-parent families were father headed, and 11 percent of all one-parent groups were categorized as subfamilies.

Nunn, Gerald D., and Parish, Thomas S., "Perceptions of Personal and Familial Adjustment by Children from Intact, Single-Parent, and Reconstituted Families," Psychology in the Schools 20:166-174, April, 1983.

A total of 566 children and adolescents from grades 5 through 10 voluntarily participated in a study of personal and familial adjustment to intact, single-parent and reconstituted families. Children from intact families demonstrated significantly more positive adjustment ratings than did children from divorced-reconstituted families or from single-parent families. Other results revealed that males have a relatively more difficult time in the reconstituded family and females may have comparable difficulties in the single parent household. Nunn, Parish, and Worthing concluded that divorce, remarriage, and associated factors such as the children's gender, all interact so as to greatly complicate any conclusions that can be made regarding them and their effects.

Parish, Thomas S., "The Impact of Divorce on the Family," Adolescence 16: 577-580, Fall, 1981.

One thousand four hundred and nine college students evaluated themselves and their parents on the Personal Attribute Inventory. (p. 577) The findings regarding the impact of divorce on children's subsequent self-concepts seemed unclear. Evaluations of both mothers and fathers by students from divorced families were significantly more negative than were the evaluations of parents by students from either intact families or families where the fathers had died. Parish concluded that divorce appears to be associated with a kind of stigma in terms of children's and young adult's evaluations of their parents who had gone through the process of divorce.

Prosen, Selina S. and Farmer, Jay H., "Understanding Stepfamilies: Issues and Implications for Counselors," The Personnel and Guidance Journal, 60:393-397, March, 1982.

Stepfamilies are more complex than nuclear families with the major structural difference in the stepfamily being that one biological parent is elsewhere. Children in stepfamilies experience sibling rivalries and ambivalence toward parents with more intensity than children of intact nuclear families. Some children of stepfamilies may find their lives enriched by gaining a parent who is absent or by having four caring parents. Stresses and strains in stepfamilies can lead to undesirable and disruptive behaviors of these children, which are often first recognized in school. The counselor should assist and support teachers in dealing with needs of these children and their families. Prosen and Farmer suggested several approaches of intervention with children and their stepparents.

Santrock, John W.; Warshak, Richard; Lindbergh, Cheryl; and Meadows, Larry. "Children's and Parents' Observed Social Behavior in Stepfather Families," Child Development 53:472-480, April, 1982.

The effects of remarriage on the parent's and the child's social behavior were studied by comparing 12 children whose biological mothers remarried with 12 children whose mothers were divorced but had not remarried and 12 children from intact, father-present families. Boys from stepfather families showed more mature behavior than boys from intact families and divorced homes. Mothers of boys in stepfather families did make more meaningful statements to them than the divorced mothers of boys. Boys showed more warmth toward their mothers than did girls, while there was a trend for girls to show more anger toward their mothers than did boys in stepfather families. The data suggested that parenting behavior, sex of child, and marital conflict in any type of family structure are possible explanations of the child's social behavior.

Steinman, Susan, "The Experience of Children in a Joint-Custody Arrangement: A Report of a Study," American Journal of Orthopsychiatry 51:403-414, July, 1981.

The main concern of the study was to explore the children's psychological experience of joint custody. While the parents who chose joint custody generally found the arrangements satisfactory, children's experiences were more mixed. The findings suggested that the most crucial and beneficial components for the children lie in the attitudes, values, and behavior of their parents. Steinman pointed out that dividing one's time between two homes is the aspect of joint custody that makes considerable demands on the child. He urged that these demands be evaluated with regard to the capacities and emotional concerns of the child. Because joint custody requires considerable effort on the part of parents and children, Steinman recommended that much more research be done in this field before we consider embracing joint custody as a broadly applicable policy.

OTHER MEDIATING FACTORS

Allers, Robert D., "Children from Single-Parent Homes," Today's Education 71:68-70, 1982-83.

Allers pointed out that the school performance of children of divorce may be effected by such problems as unhappiness at home, loss of income, change of lifestyle, and less effective parenting. An increasing number of these children have become latchkey children who bear the responsibility of caring for themselves. Suggestions for the teacher in dealing with children include letting her actions show she does not disapprove of the child's family structure and gearing programs around the child's needs. A teacher should encourage noncustodial as well as custodial parents to attend conferences which are scheduled at their convenience. Helping to set up low-cost after school day care for latchkey children and support groups for children of divorce were other suggestions.

Bilge, Barbara, and Kaufman, Gladis, "Children of Divorce and One-Parent Families: Cross-cultural Perspectives," Family Relations 32:59-71, January, 1983

Cross-cultural research shows that the single-parent family occurs in many other societies as well as ours. In other societies there is emotional support for the one-parent family because of the extended network of kin living together. In our society, however, there are no adequate institutionalized support systems for children of single-parent families. Bilge and Kaufman stated that the family's economic situation and human resources, rather than family form, have the major impact on the well-being of children. They concluded that children's emotional and physical needs can be met by a wide variety of social arrangements, and that all who raise children must have adequate material resources and emotional support.

Levy-Shiff, Rachel, "The Effects of Father Absence on Young Children in Mother-headed Families," Child Development 53:1400-1405, October, 1982.

The effects of father absence in early childhood on children living in mother-headed families were studied in a comparison of 40 Israeli father-absent children aged 2-10, whose fathers had died before their birth with 139 children from intact families. The effects were substantially related to the sex of the child in that the development of boys appeared more impaired than that of girls. The study confirmed the view that the "mediating factor is a change in the mother's general behavior and her child-rearing attitudes." (p. 1404) The single-mothers tended to be less controlling than mothers from intact homes. Girls have less difficulty in continuing to progress toward psychological maturity than boys. Levy-Shiff suggested that future research should investigate whether and how mother behavior is effected by the absence of the father and her role as head of family, as well as how these changes are related to child behavior.

Sklar, Kathryn Kish, "Some Reforms That Can Help One-Parent Families," The Education Digest 48:58-59, September, 1982.

One serious negative effect of divorce on children is the poverty that plagues households lacking adult male wage earners. Sklar made suggestions to improve the ability of these families to maintain themselves above poverty levels. Professional child care would help single parents combine family and work responsibilities. Such centers might be supported by tax benefits to contributing corporations. New job opportunities for women would help many single parent families to remain independent of public assistance. Tougher policies requiring fathers to contribute to the support of their children might significantly reduce poverty in families maintained by women.

Weiss, Robert S., "Growing Up a Little Faster: Children in Single-Parent Households," Children Today 10:22-25, May/June, 1981.

The subject of this article was based on data collected in a series of studies involving over 200 single parents. Individual interviews were held with children age 6 to young adulthood and group interviews with 20 adolescents. Weiss suggested that with divorce comes a collapse of the echelon structure of the family thus giving children responsibilities and rights in the household not very different from the parent's. He concluded that, in general, adolescents can assume additional responsibility for their households and themselves without sustaining harm to their development. Younger children may be most at risk because they may be needful of more parental accessibility than the schedule of most working single parents permitted and they are most likely to become precocious and oddly self-reliant.

IMPACT ON SCHOOLS

Brown, Frank B., "A Study of the School Needs of Children from One-Parent Families," Phi Delta Kappan 61:537-540, April, 1980.

The study revealed that children of one-parent families have special academic and behavior problems. At the time of this study they represented the largest percentage of students with incidences of tardiness, discipline problems, suspension cases, truancy, expulsions and drop outs. As revealed by the study, the students move more frequently from school to school and make up the largest percentage of students in Title I programs in the elementary schools. Brown concluded that the implications for the nation's schools include facing the problems of these children in better ways, updating records, and identifying these students so that counselors and teachers can be more sensitive and positive to their needs.

Evans, Al and Neel, John, "School Behaviors of Children from One-Parent and Two-Parent Homes," Principal 60:38-39, September, 1980.

Evans and Neel reported the mean in each variable in a study of the school needs of children from one-parent families. The major finding of the analysis was that 25 of 29 measures of school behavior of two-parent and one-parent family children are significantly different with two-parent children adhering more closely to school expectations. The most significant differences revealed in the behaviors between the two groups fell in the areas of achievement, number of tardies, absences, discipline referrals, days suspended, free lunches, Title I and transfers. There was little difference in the school behavior of two-parent and one-parent family children at low income levels.

Francke, Linda Bird, and Others, "The Children of Divorce," Newsweek 95:58-63, February 11, 1980.

"There are currently 12 million children under the age of 18 whose parents are divorced--and all in all, around 1 million children a year suffer through the dissolution of their families." (p. 58) The authors stated that "divorce is one of the most serious and complex mental-health crises facing children of the '80s." (p. 58) While boys tend to become disruptive in the classroom, girls tend to withdraw in order to take out their frustrations due to divorce. Francke pointed out that research has shown that the brunt of the shock of divorce on children can be lessened if they are told about the divorce in a realistic way, if they are reassured about keeping in contact with both parents and if their daily routines are distrubed as little as possible. The effect of divorce on the involved child depends upon his age, sex and attitudes of his parents.

Hammond, Janice M., "Children of Divorce: A Study of Self-Concept, Academic Achievement, and Attitudes," The Elementary School Journal 80:55-62, November, 1979.

The study was conducted in 1978 of 82 children from divorced families, 83 children from intact families and their teachers. Analysis of the data indicated that there were no significant differences in self-concept or reading achievement between children of intact and divorced families. Teachers rated the boys from divorced families significantly higher than boys from intact families in the school behaviors of "acting out" and "distractibility". The children reported the most positive effects of divorce were "parents not fighting as much" and "receiving more presents from parents". The most negative effects the children reported were "the family not having as much money" and "not seeing one parent as often anymore". Most of the children of divorce reported that school personnel could be helpful. Hammond concluded with suggestions for school personnel in helping children to accept the reality of divorce.

Svanum, Soren; Bringle, Robert G.; and McLaughlin, Jean E., "Father Absence and Cognitive Performance in a Large Sample of Six- to Eleven- Year-Old Children," Child Development 53:136-142, February, 1982.

The effects of father absence on educational achievement and intellectual development of six to eleven year old children were investigated. The socioeconomic status of the child's family served as a control variable and found it to be strongly associated with intellectual and academic performance. They concluded that father absence is inconsistently and often weakly related to cognitive development in children and that the differences attributable to father absence can often be largely accounted for by the socioeconomic status of the child's family

MEETING THE NEEDS OF CHILDREN INVOLVED IN DIVORCE
TEACHERS AND PRINCIPALS

Black, Kathryn N., "What About the Child from a One-Parent Home?" Teacher 96:24-28, January, 1979.

Black offered suggestions for schools in helping parents and children to fuction and deal with their emotions during divorce. When the school cannot offer direct assistance, it should offer information about possible resources. The teacher and principal should arrange a meeting with the parent of divorce in order to offer answers to questions. The school counselor or psychologists should suggest techniques to teachers and administrators for calmly recognizing and accepting emotions of children. The curriculum should deal openly with a variety of family situations. Elementary school class assignments should be made with family status taken into account. Specifically, children from mother-headed households should be given preference in assignment to male teachers.

Courtney, Dan, and Schell, Leo M., "The Effect of Male Teachers on the Academic Achievement of Father-Absent Sixth-Grade Boys," Journal of Educational Research 72:194-196, March/April, 1979.

This study investigated whether male teachers of father-absent sixth grade boys of female teachers of similar boys were more effective upon the academic achievement of the boys. The results of this study were that male teachers had no more a significant effect upon the academic achievement of father-absent boys than female teachers. Courtney and Schell suggested that assigning male teachers at earlier grades might have a more positive effect on the boys' academic achievement than waiting until the boys are older and assigning them to a male teacher.

Damon, Parker, "When the Family Comes Apart: What Schools Can Do," The National Elementary Principal 59:66-75, October, 1979.

How to respond to the needs of a one-parent family is the topic of Damon's article. The school staff should be on the lookout for behavioral and attitudinal changes in their students. The school should encourage continuous parent involvement by providing such activities as discussion groups for both faculty and parent participation. Damon made many suggestions for principals including setting up inservice workshops for one-parent families to become aware of professional services available. It was suggested that teachers be aware of their own feelings about separation and divorce and how their attitudes come across to their students.

Drake, Ellen A., "Children of Separation and Divorce: School Policies, Procedures, Problems," Phi Delta Kappan 63:27-28, September, 1981.

Drake provided some guidelines for school administrators and teachers who must contend with the special needs of children involved in divorce. On occasion, parents who have separated and moved out of a school district want the child to complete the year in the same school. When possible, the child should be allowed to remain in the familiar school until the family is no longer in crisis and the child has had time to adjust to the significant changes in his or her life. Both parents should have access to their child's records which is a FERPA regulation. The home situation may dramatically effect a child's academic performance. Administrators should keep this in mind when they make decisions on promotion or retention.

Greenleaf, Warren T., "Principal Alert: A Child in Your School May Be Stolen," Principal 62:7-12, March, 1983.

Greenleaf presented several cases of child abduction. "In part, they reflect the growing rate of divorce in this country, more than 1 million a year, leaving estranged parents, who, often enough, do not want a disputed child so much as they want to hurt their former partner." (p. 8) A "Kidnap Alert" procedure devised by John Ourth, principal at Oak Terrace School in Highwood, Illinois, was provided. The author included a list of agencies which can provide advice on how to proceed with a case of suspected kidnapping. Warning signs were presented for principals to stay alert to in spotting abducted children who might enroll in their schools. Greenleaf warned principals to neither minimize nor exaggerate the missing-child problem and above all, he urged school people to never confront a parent for whom they have suspicions.

Parish, Thomas S. and Philip, Mary K., "The Self-Concepts of Children From Intact and Divorced Families: Can They Be Affected in School Settings?" Education 1:60-63, Fall, 1982.

Seventeen teachers received inservice instruction regarding Maslow's Hierarchy of Needs and then were asked to assess their students' needs and attempt to fulfill them to the very best of their ability. The participants of the study were 376 third through eighth grade children. The results indicated that these teachers seemed to have been far more successful with children from intact families than with children from divorced nonremarried or divorced remarried families. Parish and Philip concluded that teachers seem to be limited in their effectiveness when their students needs are too special, too great, or possibly outside the realm of the teachers' influences. They suggested that parental involvement is the cornerstone for children's needs and how to effectively fulfill them.

Santrock, John W., and Tracy, Russel L., "Effects of Children's Family Structure Status on the Development of Stereotypes by Teachers," Journal of Educational Psychology 10:754-757, October, 1978.

The possibility that teacher ratings of children may indicate a stereotype on the part of teachers was investigated by showing 30 teachers a videotape which focused on the social interaction of an eight-year-old boy. Half of the teachers were given background information indicating the boy was from a divorced home, while the others were informed that he was from an intact home. The teachers were asked to view the tape and then to rate the boy on a wide range of 11 personality traits. Then they were to predict what his behavior would be like in school. The results suggested that a child from a father-absent home is likely to be perceived more negatively by his teachers than a similar child from an intact family.

S.B.Z., "Families in Crisis: What Principals Say," National Elementary Principal 59:82-83, October, 1979.

Ninety-five percent of the principals responding to a poll (Schools and the Single Parnet) (p. 82) agreed that children do show special behavioral and academic problems when their parents are undergoing a separation or divorce. Ninety-nine percent of them thought schools should be notified when there is any change in the child's family status. Almost as many believed the school has responsibility to try to help children who are having difficulty adjusting to changes in family status and agreed their schools could use inservice programs to help teachers recognize and deal with signs of stress. Some of the problems the principals were concerned about included the paperwork problem created by the children transferred in and out of school several times during custody disagreements, and the dilemma of whether or not to let the noncustodial parent pick up the child at school.

Whitfield, Edie L. and Freeland, Kent, "Divorce and Children, What Teachers Can Do," Childhood Education 58:88-89, November, 1981.

Whitfield and Freeland presented an attitude approach to teaching and planned activities within the curriculum to help children of divorce cope with their lifestyles. The attitude approach involved developing attitudes which reflect the acceptance of many kinds of families, women and men in similar roles, various lifestyles in literature and focusing activities on the family rather than mother and father. Suggested activities concentrated on presenting various lifestyles in order to replace stereotyped activities which depict the traditional household. These activities included creative writing experiences to encourage children to replace old stereotyped story situations with some real life patterns and assigning as homework the viewing of carefully selected television programs that provide opportunities for children to observe and identify with various lifestyles and customs.

SCHOOL PSYCHOLOGISTS AND GUIDANCE COUNSELOR

Annis, David, and Allers, Robert, "Helping the Troubled Child," The National Elementary Principal 59:65, October, 1979.

Annis and Allers noted that many children come to school overwhelmed by emotional problems and consequently the teacher's role as a counselor is increasing. They offered some suggestions to help teachers be better prepared to reach these children. Principals and teachers must develop basic therapy skills with the help of skilled therapist. Social workers and psychologists should conduct inservice sessions that provide suggestions which teachers can use in the classroom. Colleges and universities should offer more courses in psychology and child development for teachers going into teaching and school administration.

Bowker, Marjorie A., "Children and Divorce: Being in Between," Elementary School Guidance and Counseling 17:126-130, December, 1982.

This article described a group counseling approach that used the strengths of children by involving group participants in the creation and production of a sound filmstrip. The filmstrip told the story of separation and divorce from the child's point of view. It enabled children to examine, organized and express their thoughts and feelings about family breakup. After the production, the children reported feeling better about their family situations. They also reported being more able to talk with their parents about the pain they were experiencing. Bowker concluded with a recommendation of this model as a counseling process.

Burns, Christine and Brassard, Marla, "A Look at the Single Parent Family: Implications for the School Psychologist," Psychology in the Schools 19:487-494, October, 1982.

In developing intervention strategies for children from single-parent homes, the authors suggested that school psychologists should consider using an adaptation of Kelly and Wallerstein's "Divorce Specific Assessment" (p. 488-9) to assess the capacities and strengths of the child in his environment. The types of intervention for children included "situation/transition groups, structured group, workshops, bibliotherapy, and the indirect approach of in-service training for teachers." (p. 489-90) School psychologists can assist single parents in their adjustment to a different lifestyle by providing support group, by imparting an awareness of both the advantages and problems of their lifestyles and by developing parent education classes. The psychologist should inform single parents of resources that are available to meet their needs and familiarize the school personnel with the needs of single parents.

Cook, Alicia S. and McBride, Jean, "Divorce: Helping Children Cope," The School Counselor 30:89-94, November, 1982.

The school counselor can help parents and school personnel to show acceptance and understanding of children who are adjusting to separation or divorce of their parents. Teachers can be assisted by acquainting them with behaviors which are expected from a child and by suggesting to them therapeutic classroom activities. Parents can be informed of their children's needs during the divorce process. The more information and support parents have can help them deal better with the situation. Also, the school counselor can have a direct role in facilitating the adjustment of children of divorce through individual and group counseling. Cook and McBride concluded that with the help of the school counselor, the divorce experience can potentially lead to positive growth experiences for family members.

Donahue, Mike, "Divorce, RET for Children, and Media Therapy," Elementary School Guidance and Counseling 17:301-304, April, 1983.

The purpose of this column is to exchange ideas about implementing and developing guidance programs in elementary schools. The first topic shared by Mike Donahue, dealt with separation and divorce by providing lesson plans for six group sessions for children in grades four, five, and six who are experiencing these two situations in their families. The plans illustrated a group counseling approach for assisting young students to understand themselves better regarding divorce and separation. Inherent throughout the group sessions was a continual stressing of the positive aspects of self and the "I'm not alone in this" philosophy (p. 304) of mutual sharing.

Green, Barbara J., "Helping Single-Parent Families," Elementary School Guidance and Counseling 15:249-261, February, 1981.

Green reported on the differential effects of divorce for parents and children and described a community program designed to help single-parent families during the transition. The single-parent female must deal with both her own emotional needs and concerns as well as her child's. Green pointed out that in terms of general parenting tasks and parent/child relationships, an overall decrease in parenting effectiveness is often observed in the single-parent family. The author indicated that the optimal time for intervention is at initial separation and during the formal decision process and that effective intervention should involve both parent and child. Green stated that the focus of groups for parents and children should be on education coping skills, as well as providing support for the group members. A model was presented to serve as a checklist by which group sessions was provided as a guide for structuring parents' groups.

Henderson, Anne J., "Designing School Guidance Programs for Single-Parent Families," The School Counselor 29:124-131, November, 1981.

With the increase of single parenting occurring in Brookline, Massachusetts, came a surge of parental demand for support services. As a result of these concerns, a needs assessment was mailed to a sample of the district's single parents requesting their suggestions for future services. The parents overwhelmingly expressed concerns for acceptance in the school structure, a breakdown of single-family stereotypes and counseling groups for them and their children. A workshop designed by the school system's director of guidance and custodial as well as non-custodial parents was held for parents and teachers. Societal myths regarding single parent families were discussed and suggestions were made as to how custodial and noncustodial parents could be included in the school structure. Support groups for children and parents were organized as well.

Krot, Sandra, "The Adolescent in the Transitional Family: How the Schools Can Help," Educational Horizons 61:205-209, Summer, 1983.

Krot described a youth support group as part of a two-year grant to support the implementation of a project serving families experiencing separation, divorce, or remarriage. The Families in Transition Project also included parent support groups, family counseling and parent education classes. The purpose of the program, besides to provide information about transitional families and coping skills, was to help students understand the true source of negative feelings and behavior. They needed to learn the power of their own good feelings in creating the life they wanted. As a result many of the participants developed a new level of security and maturity.

Roy, Crystal M., and Fuqua, Dale R., "Social Support Systems and Academic Performance of Single-Parent Students," The School Counselor 30:183-192, January, 1983.

Participants of this study were the parent and oldest school-age child of single-parent family units who returned a questionnaire developed for this study. Cultural differences were not addressed because the sample was drawn from a culturally homogeneous community. "The results suggested that an adequate social support system may mediate the negative effects of single-parent family status on children's academic performance." (p. 189) Roy and Fuqua indicated that the indirect approach to working with these children, such as helping single-parent families develop adequate support systems, may be a more efficient and effective intervention approach for schools and communities than the more common or direct intervention such as counseling and tutoring. The latter may consist of treating only symptoms of the maladjustment of the single-parent home.

SUMMARY

Francke expressed concern for children who suffer through dissolution of their families. A number of researchers found that the effect of divorce on the involved child depends on his age, sex and attitudes of his parents. Francke stated that boys react more overtly than girls and with more disruptive classroom behavior. Girls displayed behaviors such as social withdrawal in order to take out their frustrations brought on by divorce. Nunn and Parish's study of adolescents supported Francke's views. They found that males have a more difficult time in the reconstituted family and females have comparable difficulties in the single-parent households. Parish found that children from divorced families had more negative self-concepts than either children of intact families or families where the fathers had died.

Luepnitz studied the affect of the different phases of divorce on children. Half of his subjects found the pre-divorce phase to be of major stress. These subjects revealed a fear of physical violence and being afraid to bring friends home for fear of embarrassment from parental altercations. Only eight percent of the subjects found the transition phase to be the major stressor, expressing that the actual announcement of the divorce was revealed as the major stress phase by one-fourth of the subjects studied.

They reported feeling embarrassed when other children talked about their fathers and desired for the companionship and affection for the absent father. The various reactions to divorce at the different phases were dependent upon the age and sex of the involved child. Luepnitz pointed out that children under the age of nine displayed somatic symptoms and social withdrawal in response to parental violence. Older children displayed more active coping efforts such as intervening in parental fights and find recourse outside the home, while blocking out the stress at home.

In their study of children during the several months following the separations of their parents, Kelly and Wallerstein reported teacher's observations of school behavior of the involved children. In agreement with Luepnitz's study, they observed restlessness in the classroom, difficulty in concentrating on schoolwork, increased daydreaming, considerable depression, and decline in academic achievement. Kelly and Wallerstein studied children five years after separation and found 34 percent of them appeared to be doing well psychologically with 29 percent experiencing diminished self-esteems, which hampered their full potential for development. The final third of the children were intensely unhappy and dissatisfied with their lives in the post-divorce family.

Norton (1979) pointed out that one-third of all first marriages contracted in the U.S. will ultimately end in divorce and half of all divorces involve children. At the time of his report the vast majority of one-parent groups consisted of a woman and her children, ten percent were headed by the father, and eleven percent were categorized as subfamilies.

In determining the best familial situation for the child of divorce, researchers varied in their findings. Bilge and Kaufman (1983) stated that the family's economic situation and human resources, rather than family form, have the major impact on the well-being of children. They concluded that the one-parent family is not more detrimental to the well-being of children than other family forms. Chang and Deinard (1982) found that the majority of single-parent fathers tend to be middle-aged, of high educational level, and earning at or above the national average income. Most of the fathers sought custody because of their love for their children and confidence they had the ability to perform paternal parenting functions. In her study of 40 Israeli father-absent children, Levy-Shiff found that the development of boys appeared more impaired than that of girls. Single-mothers showed a change in their general behavior and child-rearing attitudes after divorce in that they tended to be less controlling. Bilge and Kaufman (1983) pointed out that in female-headed households especially, the children often suffer from inadequate

financial support.

With joint custody becoming a popular arrangement for both divorced parents to share in the raising of their children, Steinman studied the psychological effects on the involved children. She found that the most crucial and beneficial components for children lie in the attitudes, values, and behaviors of their parents. She pointed out that dividing one's time between two homes made inordinate demands on children.

Nunn (1979) noted that three-fourths of all women remarry after divorce. Research varied as to the effects of stepfamilies on the involved children. Prosen and Farmer (1982) found that children in stepfamilies experience sibling rivalries and ambivalence toward parents with more intensity than children of intact nuclear families. While some children may find their lives enriched by gaining a parent, others find the stresses and strains beyond their ability to cope. In their study of the affects of remarriage on the social behavior of children and parents, Santrock, Warshak, Lindbergh and Meadows found that boys from stepfather families showed more mature behavior than boys from intact and divorced families. Boys showed more warmth toward their mothers than girls did in stepfather families. Santrock and his associates suggested that parenting behavior, sex of child, and marital conflict in any type of family structure are possible explanations of the

child's social behavior.

Brown's study (1980) revealed that children of one-parent families have special academic and behavior problems. Evans and Neel (1980) agreed with Brown's findings that children of one-parent families make up the largest percentage of students in Title I programs in the elementary schools. They also found that children from one-parent families represented the largest percentage of students with incidences of tardiness, truancy, explulsions and drop outs. In contrast to Brown's findings, Hammond's study (1979) indicated there were no significant differences in reading achievement between children of intact and divorced families. In Hammond's study teachers noted boys from divorced families were more distracting in the classroom than boys from intact families which would be in agreement with Brown's findings.

Both Hammond and Sklar (1982) concluded that one serious effect of divorce is the poverty that plagues households lacking adult male wage earners. In their investigation of the effects of father absence on educational achievement and intellectual development of children, Svanum, Bringle, and McLaughlin found that father absence is inconsistently and often weakly related to cognitive development in children and that the differences attributable to father absence can often be largely accounted for by the socioeconomic status of the child's family.

Santrock and Tracy (1978) found that a child from a father-absent home is likely to be perceived more negatively by his teachers than a similar child from an intact family. Henderson (1981) supported this belief by reporting that parents expressed concern for a change in societal attitudes regarding single parent families. Damon and Henderson suggested that teachers be aware of their own feelings about separation and divorce and how their attitudes come across to their students. Numerous authorities encouraged school staffs to be on the lookout for behavioral and attitudinal changes in their students.

Nunn, Parish, and Worthing expressed concern about the interaction of associated factors of divorce, such as the child's gender and age which complicates any conclusions that could be made regarding their effects. However, a number of researchers made conclusions regarding the various aspects of divorce. Weiss suggested that with divorce comes a collapse of the echelon structure of the family, giving children responsibilities and rights in the household similar to the parent's. He concluded that adolescents can assume this greater responsibility without sustaining harm to their development but younger children may be more at risk because they tend to need more parent accessibility than the schedule of most working single parents permit. Allers expressed a concern that an increasing number of these children have become latchkey children who bear the

responsibility of caring for themselves.

Whitefield and Freeland presented an attitude approach to teaching and planned activities within the curriculum to help children of divorce cope with their lifestyles. Allers suggested that teachers encourage noncustodial as well as custodial parents to attend parent-teacher conferences. He also suggested that teachers help to set up low-cost after school day care for latchkey children and support groups for children of divorce.

Because of the increasing numbers of children who come to school overwhelmed by emotional problems, the teacher's role as a counselor has increased. Annis and Allers suggested that sessions be conducted by skilled therapists to help teachers and principals develop basic therapeutic skills. In contrast, Parish and Philip found that teachers seem to be limited in their effectiveness when students needs are too special, or outside the teacher's realm of influence.

Administrators and teachers should take into consideration the child's needs when making decisions on promotion and retention. Drake (1981) encouraged school personnel to keep in mind that the home situation has a dramatic effect on a child's academic performance. He also stressed that both parents should have access to their child's records. When a child's parents have separated and moved out of the school district, Drake suggested that the child be allowed

to complete the year in the same school until the child has had time to adjust to the significant changes in his life.

While Black (1979) recommended that children from mother-headed households be given preference in assignment to male teachers, Courtney and Schell (1979) found that male teachers had no more significant effect upon the academic achievement of father-absent sixth grade boys than did female teachers. They suggested that assigning male teachers at earlier grades might have a more positive effect on the boy's academic achievements than waiting until the boys are older.

Authorities were unanimous in their assertions that the guidance counselor and school psychologist play an important role in helping children and parents who are involved in separation and divorce. Black and Cook agreed that the school counselor or psychologist should suggest techniques to teachers and administrators for calmly recognizing and accepting emotions of children. Cook advised the school counselor to acquaint teachers with behaviors which are expected from children and to suggest to them therapeutic classroom activities. Burns and Brassard concurred and moved a step further in suggesting that the psychologist familiarize school personnel with the needs of single parents.

In their important study on the effects of teachers in fulfilling the needs of children from divorced families,

Parish and Philip (1982) concluded that parental involvement was the cornerstone for children's needs and was the most effective way to fulfill those needs. Green pointed out that in terms of general parenting tasks and parent/child relationships, an overall decrease in parenting effectiveness is often observed in the single-parent family. He concurred with Parish and Philip that effective intervention should involve both parent and child. Cook, McBride, Burns, Brassard, and Green all agreed that the school counselor and psychologist can assist single parents in their adjustment to a different lifestyle by providing support groups, by imparting awareness of both the advantages and problems of their lifestyles and by developing parent education classes. Cook and McBride stressed that parents should be informed of their children's needs during the divorce process. Burns and Brassard encouraged psychologist to inform single parents of resources that are available to meet their needs. Roy and Fugua suggested that this indirect approach is a more efficient and effective intervention approach for schools and communities than the more common direct intervention.

Although Roy and Fugua suggested that the direct approach to intervention may treat only the symptoms of the maladjustments, many authorities proposed techniques for conducting counseling and tutoring. Donahue presented a group counseling approach for assisting young students to understand themselves better regarding divorce and separation.

Bowker described a group counseling approach in which the involved children produced a sound filmstrip which told the story of separation and divorce from the child's point of view. Krot described a youth support group which helped students understand the true source of negative feelings and behavior. In their article on helping children cope with divorce, Cook and McBride concluded that with the help of the school counselor, the divorce experience can potentially lead to positive growth experiences for family members.

CONCLUSION

Effects of Divorce on Children

The research revealed the large numbers of children involved in divorce. The effects of the separation and divorce on the involved child is dependent on the age and sex of the child, the attitudes of the parents, the phase of divorce in which the child is involved and the socioeconomic status of the child's family. Children have different reactions to their new lifestyles dependent upon their family type: mother-headed, father-headed, subfamily, step-father, step-mother or joint custody. Considerable research revealed that children involved in divorce often display academic and behavior problems. It was noted that boys tend to react more overtly than girls with more disruptive behaviors in the classroom. Divorce is not detrimental to the development of all involved children. However for those exhibiting

behavior abnormalities resulting from divorce, assistance must be given for them to adjust to their new lifestyles.

Meeting Needs of Children Involved in Divorce

The role of schools emerged as an important influence in helping children to cope with the divorce of their parents. Not only should teachers evaluate their own attitudes about divorce, but also be aware of how those attitudes come across to their students. The curriculum should include acceptance and revelation of various types of family structures. By being aware of changes in behavior and academic performance in their students, teachers can be cognizant of possible problems at home.

Effective intervention should involve both parents and children and should begin at the pre-divorce stage. Effective and continuous communication between school personnel and parents is essential to the effectiveness of the intervention process.

The role of the principal should be to support and inform the teachers as well as parents. He should provide teachers with pertinent information concerning divorce and its effects on the involved family through the use of a skilled therapist within the school system. Involving parents and teachers in discussion groups and informing parents of social groups which may be helpful in meeting their needs are two effective means of support. Principals and teachers

should take into consideration the child's needs when making decisions on retention or promotion as well as school boundary disputes.

The research revealed that the school psychologist and guidance counselor can be helpful to everyone who is touched by the separation or divorce of a family. They should acquaint school personnel with basic therapy skills in dealing with children of divorce who are showing behavior and academic changes. Teachers need to be informed of the needs of the children as well as their families. The best resource for this type of information would be the school counselor or psychologist.

Parents of divorce often have difficulty adjusting to their own lifestyles and may display a decrease in their parenting skills during the divorce procedure. The counselor and psychologist should help to form support groups, provide discussions on the advantages and disadvantages of their new lifestyles, and provide parent education classes. Also, they should inform parents of resources that are available to meet their needs. It was suggested in the research that this type of indirect intervention may be a more efficient and effective way to help children cope with the changes in their lifestyle s brought about by the divorce of their parents.

Finally, the counselor and psychologist should be involved in the direct approach to intervention. They may

provide group counseling sessions or individual sessions with children who are effected by divorce. These sessions should assist children in understanding themselves better regarding separation and divorce and provide support by mutaul sharing from other children.

RECOMMENDATIONS

It is recommended that:

1. School personnel take an active role in helping children to cope with the changes in their lifestyles due to the divorce of their parents.

2. Teachers evaluate their attitudes about divorce and how these attitudes come across to their students.

3. Teachers provide for their students' needs in the curriculum such as identifying various family structures and lifestyles.

4. The school psychologist, guidance counselor or principal inform teachers of the needs of the involved children and their families.

5. The school psychologist, guidance counselor or social worker acquaint school personnel with basic therapeutic skills in order to effectively relate to children involved in divorce.

6. The school principal, counselor or psychologist acquaint parents with social groups which may be helpful in meeting their needs.

7. The counselor or psychologist provide for discussion groups concerning the advantages and disadvantages of divorce, support groups or parent education classes for parents.

8. The counselor or psychologist provide for group or individual sessions for children to help them better understand themselves regarding separation and divorce.

9. School administrators be understanding of individual children's needs when their parents have separated and moved out of the school district. Sufficient time for the child to adjust to his new lifestyle should be allowed before he is forced to move to a new school.

10. School personnel take into consideration a child's needs when deciding on retention or promotion.

WHERE TO GET HELP

Publications for Adults

Atkin, E. and Rubin, E., Part-time Father, Vanguard Press, New York, 1976.

Baruth, L.A., A Single Parent's Survival Guide: How to Raise the Children, Kendall-Hunt, Dubuque, Iowa, 1979.

Bohannan, Paul, Divorce and After, Doubleday, 1970.

Duncan, T. R. and Duncan, D., You're Divorced, But Your Children Aren't, Prentice-Hall, Englewood Cliffs, New Jersey, 1979.

Edwards, M. and Hoover, E., The Challenge of Being Single, J. P. Tarcher, Los Angeles, 1974.

Epstein, J., Divorced in America, E. P. Dutton, New York, 1974.

Forman, Lynn, Getting it Together, Berkley, 1974.

Galper, M., Co-Parenting: A Source Book for the Separated or Divorced Family, Running Press, Philadelphia, 1978.

Gardner, R., The Parents Book About Divorce, Doubleday, New York, 1977.

Gatley, R. and Koulack, D., Single Father's Handbook, Anchor Press/Doubleday, New York, 1979.

Gettleman, Susan and Markowitz, Janet, The Courage to Divorce, Simon and Schuster, 1974.

Grollman, Earl, Talking About Divorce: A Dialogue Between Parent and Child, Beacon Press, 1975.

Grollman, E. and Sams, M., Living Through Your Divorce, Beacon Press, Boston, 1978.

Hirsch, Barbara B., Divorce: What a Woman Needs to Know, Henry Regnery, 1974.

Hunt, M. and Hunt, B., The Divorce Experience, McGraw-Hill, New York, 1977.

Kelly, Joan, and Wallerstein, Judith, Surviving the Breakup: How Parents and Children Cope with Divorce, Basic Books.

Krantzler, Mel, Creative Divorce, M. Evans, 1974.

Levine, James, Who Will Raise the Children?, Lippencott, 1976.

McFadden, Michael, Bachelor Fatherhood: How to Raise and Enjoy Your Child as a Single Parent, Walker, 1974.

Roman, Mel, and Haddad, William, The Disposable Parent: The Case for Joint Custody, Holt, Rinehart and Winston, 1978.

Neiss, Robert S., Going It Alone, Basic Books.

Neiss, Robert S., Marital Separation, Basic Books, 1975.

Publications for Children

Blume, Judy, It's Not the End of the World, Bradbury, 1972. (4th - 7th grades)

Eichler, Margaret, Martin's Father, Lollipop Power, 1971. (preschool and beginning readers)

Gardner, Richard, The Boy's and Girl's Book about Divorce, Science House, 1971. (4th grade and up)

Gardner, R.A., The Boy's and Girl's Book about One-Parent Families, G. P. Putnam's Sons, New York, 1978.

Gaff, P., Where Is Daddy?, Beacon Press, Boston, 1969.

Green, P., A New Mother for Martha, Human Sciences Press, New York, 1978.

Hautzig, Esther, Life with Working Parents, MacMillan, 1976. (4th grade and up)

Hazen, B., Two Homes to Live In: A Child's View of Divorce, Human Sciences Press, New York, 1978.

Indred, W., Lucky Wilma, Dial Press, New York, 1973.

Kalb, J. and Viscott, D., What Every Kid Should Know, Houghton Mifflin, Boston, 1976.

LeShan, E., What's Going to Happen to Me?, Four Winds Press, 1978.

Madison, Winifred, Marinka, Katinka and Me (Susie), Bradbury, 1975. (2nd - 4th grades)

Mann, Peggy, My Dad Lives in a Downtown Hotel, Doubleday, 1973. (3rd - 6th grades)

Mazer, Harry, Guy Lenny, Delacarte, 1971. (6th - 9th grades)

McHargue, Georges, Stoneflight, Viking, 1975. (5th - 8th grades)

Newfield, Marcia, A Bock for Jodan, Atheneum, 1975. (3rd - 5th grades)

Persner, Stella, A Smart Kid Like You, Seabury, 1975. (5th grade and up)

Pursell, Margaret Sanford, A Look at Divorce, Lerner, 1976. (preschool and beginning readers)

Richards, Arlene, and Willis, Irene, How to Get It Together When Your Parents Are Coming Apart, David McKay, 1976. (teenagers)

Robson, B., My Parents Are Divorced, Too, Dorset Publishing, Toronto, 1979.

Sinberg, J., Divorce Is a Grown-up Problem, Avon Books, New York, 1978.

Sitea, Linda, "Zachary's Divorce," in Free to Be Me, McGraw-Hill, 1974. (all ages)

Smith, Doris, Kick a Stone Home, Crowell, 1974. (5th - 9th grades)

Sobol, H. and Agre, P., My Other Mother, My Other Father, MacMillan, New York, 1979.

Spilke, F., What About Me? Understanding Your Parents' Divorce, The Family That Changed: A Child's Book About Divorce, Crown, New York, 1979.

Stenson, J., Now I Have a Stepparent and It's Kind of Confusing, Avon Books, New York, 1979.

Stoltz, Mary, Leap Before You Look, Harper and Row, 1972. (7th grade and up)

Thomas, Ianthe, Eliza's Daddy, Harcourt Brace Jovanovich, 1976. (preschool and beginning readers)

Troyer, W., Divorced Kids, Harcourt Brace Jovanovich, New York, 1979.

Zindel, Paul, I Love My Mother, Harper and Row, 1975. (preschool and beginning readers)

Organizations and Agencies

American Association of Marriage and Family Therapy, 924 W. 9th St., Upland, Ca. 91786.

Big Brothers of America, 220 Suburban Station Building, Philadelphia, Pa. 19103.

National Committee for Citizens in Education, Suite 410, Wilde Lake Village Green, Columbia, Md. 21044.

National Institute for Professional Training in Divorce Counseling, 1295 Lenox Circle, N. E., Atlanta, Ga. 30306.

National Organization for Women, Contact local chapter.

North American Conference of Separated and Divorced Catholics, The Paulist Center, 5 Park St., Boston, Ma. 02108.

Parents Without Partners, Inc., 7910 Woodmont Ave., Washington, D. C. 20014.

Other Possibilities

Ann Landers has listings of supportive groups and agencies in more than 800 cities.

Church groups.

County Department of Family and Child Services Extension divisions or continuing education departments of colleges and universities.

BIBLIOGRAPHY

Ahrons, Constance R., Ph.D., "The Continuing Coparental Relationship Between Divorced Spouses, "American Journal of Orthopsychiatry 51:415-418, July, 1981.

Allers, Robert D., "Children from Single-Parent Homes," Today's Education 71:68-70, 1982-83. (34, 35)

Annis, David, and Allers, Robert, "Helping the Troubled Child," The National Elementary Principal 59:65, October, 1979. (35)

Bilge, Barbara, and Kaufman, Gladis, "Children of Divorce and One-Parent Families: Cross-cultural Perspectives," Family Relations 32:59-71, January, 1983. (31)

Black, Kathryn N., "What About the Child from a One Parent Home?" Teacher 96:24-28, January, 1979. (36)

Bowker, Marjorie A., "Children and Divorce: Being in Between," Elementary School Guidance and Counseling 17:126-130, December, 1982. (38)

Brown, Frank B., "A Study of the School Needs of Children from One-Parent Families," Phi Delta Kappan 61:537-540, April, 1980. (33)

Burns, Christine and Brassard, Marla, "A Look at the Single Parent Family: Implications for the School Psychologist," Psychology in the Schools 19:487-494, October, 1982. (36, 37)

Chang, Ph. D., Pi-Nian, and Deinard, M.D., Amos S., "Single-Father Caretakers: Demographic Characteristics and Adjustment Processes," American Journal of Orthopsychiatry 52:236-242, April, 1982. (31)

Cook, Alicia S. and McBride, Jean, "Divorce: Helping Children Cope," The School Counselor 30:89-94, November, 1982. (36, 37, 38)

Courtney, Dan, and Schell, Leo M., "The Effect of Male Teachers on the Academic Achievement of Father-Absent Sixth-Grade Boys," Journal of Educational Research 72:194-196, March/April, 1979. (36)

Damon, Parker, "When the Family Comes Apart: What Schools Can Do," The National Elementary Principal 59:66-75, October, 1979. (34)

Donahue, Mike, "Divorce, RET for Children, and Media Therapy," Elementary School Guidance and Counseling 17:301-304, April, 1983. (37)

Drake, Ellen A., "Children of Separation and Divorce: School Policies, Procedures, Problems," Phi Delta Kappan 63:27-28, September, 1981. (35)

Evans, Al and Neel, John, "School Behaviors of Children from One-Parent and Two-Parent Homes," Principal 60:38-39, September, 1980. (33)

Francke, Linda Bird, and Others, "The Children of Divorce," Newsweek 95:58-63, February 11, 1980. (29)

Green, Barbara J., "Helping Single-Parent Families," Elementary School Guidance and Counseling 15:249-261, February, 1981. (37)

Greenleaf, Warren T., "Principal Alert: A Child in Your School May Be Stolen," Principal 62:7-12, March, 1983.

Hammond, Janice M., "Children of Divorce: A Study of Self-Concept, Academic Achievement, and Attitudes," The Elementary School Journal 80:55-62, November, 1979. (33)

Henderson, Anne J., "Designing School Guidance Programs for Single-Parent Families," The School Counselor 29:124-131, November, 1981. (34)

Kelly, Joan B. and Wallerstein, Judith S., "California's Children of Divorce," Psychology Today 13:67-72, 74-76, January, 1980. (30)

Kelly, Joan B., and Wallerstein, Judith S., "Children of Divorce," National Elementary Principal 59:51-58, October, 1979. (30)

Krot, Sandra, "The Adolesent in the Transitional Family: How the Schools Can Help," Educational Horizons 61:205-209, Summer, 1983. (38)

Levy-Shiff, Rachel, "The Effects of Father Absence on Young Children in Mother-Headed Families," Child Development 53:1400-1405, October, 1982. (31)

Luepnitz, Deborah A., "Which Aspects of Divorce Affect Children?" Family Coordinator 28:79-85, January, 1979. (29, 30)

Norton, Arthur J., "A Portrait of the One-Parent Family," The National Elementary Principal 59:33-35, October, 1979. (31)

Nunn, Gerald D.; Parish, Thomas S.; and Worthing, Ralph J., "Perceptions of Personal and Familial Adjustment by Children from Intact, Single-Parent, and Reconstituted Families," Psychology in the Schools 20:166-174, April, 1983. (29, 32, 34)

Parish, Thomas S., "The Impact of Divorce on the Family," Adolescence 16:577-580, Fall, 1981. (29)

Parish, Thomas S. and Philip, Mary K., "The Self-Concepts of Children From Intact and Divorced Families: Can They Be Affected in School Settings?" Education 1:60-63, Fall, 1982. (35, 37)

Prosen, Selina S. and Farmer, Jay H., "Understanding Step-families: Issues and Implications for Counselors," The Personnel and Guidance Journal 60:393-397, March, 1982. (32)

Roy, Crystal M., and Fuqua, Dale R., "Social Support Systems and Academic Performance of Single-Parent Students," The School Counselor 30:183-192, January, 1983. (37)

Santrock, John W., and Tracy, Russel L., "Effects of Children's Family Structure Status on the Development of Stereotypes by Teachers," Journal of Educational Psychology 10:754-757, October, 1978. (34)

Santrock, John W.; Warshak, Richard; Lindbergh, Cheryl; and Meadows, Larry, "Children's and Parents' Observed Social Behavior in Stepfather Families," Child Development 53:472-480, April, 1982. (32)

S.B.Z., "Families in Crisis: What Principals Say," National Elementary Principal 59:82-83, October, 1979.

Sklar, Kathryn Kish, "Some Reforms That Can Help One-Parent Families," The Education Digest 48:58-59, September, 1982. (33)

Steinman, Susan, "The Experience of Children in a Joint-Custody Arrangement: A Report of a Study," American Journal of Orthopsychiatry 51:403-414, July, 1981. (32)

Svanum, Soren; Bringle, Robert G.; and McLaughlin, Jean E., "Father Absence and Cognitive Performance in a Large Sample of Six- to Eleven- Year-Old Children," Child Development 53:136-142, February, 1982. (33)

Weiss, Robert S., "Growing Up a Little Faster: Children in Single-Parent Households," Children Today 10:22-25, May/June, 1981. (34)

Whitfield, Edie L. and Freeland, Kent, "Divorce and Children, What Teachers Can Do," Childhood Education 58:88-89, November, 1981. (35)

BACKGROUND

Name: Sherry Sumrak

Address: 23223 Pembrook Lane, Elkhart, Indiana 46517

Education: B.S. Elementary Education
Indiana State University 1966

24 Hours Completed Towards M.S. Elementary Ed.
Indiana University, South Bend

Employment: First Grade, Chesterton, Indiana 1966-68

Second Grade, Beardsley Elementary,
Elkhart, Indiana 1970-71

Substitute, Elkhart Community Schools 1978-79

Substitute, Rogers, Arkansas 1979-80

Fifth Grade, Rogers, Arkansas 1980-83

Substitute, Concord Schools 1983-present

Rationale for Doing the Study:

During my experiences as an elementary teacher, I have often been exposed to children who have experienced the sometimes traumatic episodes of family dissolution. Children, jestering for reassurance that their accustomed lifestyles will not be altered, often have come to me for security and guidance. With knowledge of the effects of divorce on children and ways of helping children to cope, I should be able to meet the needs of my students more effectively.